

FINE ARTS ENDORSEMENTS

Name _____ District _____ School _____ SAEP Acceptance Letter Date _____

E-mail _____ Phones: (w) _____ (h) _____ (c) _____

SS#/CACTUS # _____ Major: _____ Minor: _____

You must have a current license with an Elementary or Secondary area of concentration.

For Endorsement (must complete all requirements) OR

For State Approved Endorsement Plan (2 Year) (must have current license, be currently teaching in the endorsement area and have 9 semester credits toward endorsement).

Date Received: _____ Date Reviewed: _____

• Types and Levels of Endorsement

Choose One Type:

Dance: _____ Music: _____ Theatre: _____ Stagecraft: _____ Visual Arts: _____ Photography: _____

Choose One Level:

Elementary I _____ Elementary II _____ (K-6 Specialist) Secondary _____ (6-12 Specialist)

Elementary Endorsement Levels

Level I. For educators who desire to develop expertise in teaching what is required in the Art, Music, Dance, or Drama Core Curriculum for K-6 students. Teachers must fulfill pre-requisites and obtain approval of principal and district to get accepted into the program.

Level II. For educators who desire to be hired as a Specialist in Art, Music, Dance, or Drama for K-6 students.

Secondary Endorsement Levels

For licensed educators who desire to be hired as a specialist in Art, Music, Dance, or Theatre for 6th through 12th grade students. Applicant may have an elementary license if serving only through the 8th grade, but must have a secondary license to serve 9th through 12th graders.

• Send the highlighted transcript with completed endorsement portfolio with a fee as follows:

Processing fees:

Endorsement submitted by individual -
\$35. Send to:

Utah State Office of Education
Attn: Sheri Lowry
Educator Licensing
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

State Approved Endorsement Program
(SAEP) (paid by district or charter school) -
\$30 Send to:

Utah State Office of Education
Attn: Stephanie Ferris
Educator Licensing
250 East 500 South
P O Box 144200
Salt Lake City, UT 84114-4200

7-1-2005

For more information contact:

Carol Ann Goodson, Fine Arts Specialist, (801) 538-7793, CarolAnn.Goodson@schools.utah.gov

USOE USE ONLY

Applicant has successfully completed all requirements.

Authorized Signature

Position

Date

Annual progress reports: _____

Portfolio Instructions

Overview.

The portfolio application is designed to be a vehicle for your development as a professional arts educator and it will be added to as you continue through the endorsement process. Successful completion of the portfolio SAEP is your exit from the endorsement program.

Portfolio Preparation and Submission.

Complete the evidence column of the Endorsement Checklist form. In a separate narrative and following the sequence of that form, state your rationale for using the evidence cited in the form and placed in the portfolio. Highlight the entries to which you refer on the official transcripts. Choose an established specialist or qualified artist to write any letters of evaluation concerning art form competencies. These letters must be dated. Cite evaluator's qualifications, and date the work completed under his or her supervision. Demonstrated competency evaluations must be performed by USOE-approved university professors. Contact State Fine Arts Specialist Carol Ann Goodson (cgoodson@usoe.k12.ut.us) with questions you may have in the preparation of your portfolio. Submit your completed portfolio and processing fee to: Sheri Lowry, USOE Licensure; 250 E. 500 South; P.O. Box 144200; SLC, UT 84114-4200.

What Happens to the Submitted Portfolio?

Portfolios are received by the licensure office and then evaluated by USOE Arts Endorsement Consultants. Consultant recommendations include: (a) full endorsement, (b) citation of deficiencies and the development of an SAEP with temporary authorization to teach, and (c) identification of work needed before applying for an endorsement. Sufficient technical skill in any art form is generally a pre-requisite to being in an arts endorsement program, because such skill demands many years of development. No plan is approved that will require more than three years to complete. Acceptable progress within the plan must be reported in writing each year in order to remain in the endorsement program and to receive continued authorization to teach.

Secondary Dance Endorsement Checklist

A. DANCE EDUCATION – Instruction, Theory, Curriculum

Required of all teachers seeking a Secondary Dance Endorsement.

<i>Approx. Credit</i>	<i>Requirements</i>	<i>Evidence or Proposed Plan</i>	<i>Date Evidence Accepted</i>
3*-6** sem. hrs	Dance History/Culture. Knowledge of the historical and cultural contexts of dance. Knowledge of 20 th Century Dance Artists and current trends in the dance field. Effective and concrete application of this content in writing and studio work.		
3*-6** sem. hrs	Dance Instructional Methods. Competency in dance technique, dance theory, creative processes, performance, and the selection of dance resource management. Intimate knowledge and understanding of the State Elementary Dance Core objectives. Effective facilitation of student achievement of the State Elementary Dance Core objectives, including student self-assessment of them. Annual report of, and reflective response to students' self-assessment of their progress in the State Dance Achievement Core Portfolios. Supportive use of the students' skills in reading, writing, mathematics and other subjects in the teaching of the Dance core.		
3 sem hrs.	Adolescent Issues. Practical understanding of the emotional, physical, intellectual, and aesthetic development of the secondary student and how dance study experiences will develop Life Skills. A happy, motivating, nurturing rapport with students and development within them of a love/appreciation for dance and with dance skills and understanding contribute to their life.		

B. DANCE SKILLS

Required for all teachers seeking a Secondary Dance Endorsement. Abilities in each of these areas represent skills that have been practiced over several years. These university level courses indicate the minimum level of proficiency and applicant would have after successfully completing each class.

3** sem. hrs.	Production. Competency in design and lighting for dance; music production; costume design; stage, theatre and box office management, and advertising.		
2*-4** sem. hrs.	Composition/choreography. Demonstrated understanding and knowledge of compositional structures and principles. Demonstrated ability to choreograph works as art and the ability to choreograph works for theatre or entertainment purposes.		
3 sem. hrs.	Kinesiology for Dancers. Knowledge of the principles of mechanics and anatomy in relation to human movement. Practical understanding and application of the content as it relates to dance and dance training/technique.		
1*-2** sem. hrs.	Creative Process Practicum. Competency in teaching dance as a creative process. Includes aspects of improvisation, composition, teacher and student choreography, and curricular integration.		
1 sem. hr.	Music for Dancers. Knowledge of music principles and practices as it applies to dance. Ability to provide musical accompaniment for classes.		
2 yrs. min.	Modern Dance Technique. Demonstrated knowledge and advanced level technical expertise in modern dance technique, performance, and theory.		
1*-2** sem. hrs.	Improvisation. Competency and understanding in moving spontaneously to guided problems or concepts with invention, focus, kinesthetic awareness, commitment, and risk taking. Ability to utilize improvisation as a tool for understanding self and others, for compositional and choreographic purposes, and for understanding technical and theoretical dance training.		

RESTRICTED ENDORSEMENT

Only for applicants working in a declared necessarily existent small school.

Individuals assigned to teach three or more subjects in small schools identified as rural, alternative high schools, etc., may qualify for an endorsement with a minimum of nine semester hours of college or approved inservice course work in:

	Modern Dance Technique. See the standard endorsement information for a means of identifying the areas most needed.		
	Methods. See the standard endorsement information for a means of identifying the areas most needed.		
	Improvisation. See the standard endorsement information for a means of identifying the areas most needed.		
	Composition/Choreography. Private study and public performance. See the standard endorsement information for a means of identifying the areas most needed.		

No Child Left Behind Designations For Teachers

Highly Qualified (HQ) Not Highly Qualified (NHQ)

1. Designation is based upon degree Teaching In Field or Outside of Field	2. Appropriate Endorsement Completed	3. Currently on SAEP
<u> </u> In Field	HQ	NHQ
<u> </u> Outside Field	NHQ	NHQ
Outside Field with Major Equivalency (30 Approved Semester Hours) OR Endorsement plus 200 HOUSSE Points	HQ	NHQ

- A teacher is teaching “In Field” when he or she has a major in Dance.
- A teacher is deemed to have “Major Equivalency” when he or she has 30 semester hours of approved course work that meets current USOE endorsement guidelines.
- A teacher is deemed to be HQ upon verification of appropriate endorsement plus 200 HOUSSE points specific to the endorsement subject.

Subject	Recommended Endorsement	Required Endorsement
Dance, Music, Theatre, Visual Art		
K-6	Level I or Level II	None
6-8 (MS)	Level IV	Level III
6-12 (Jr-Sr HS) 7-9 (JHS) 9-12 or 10-12 (HS)	Level IV	Level IV

Old endorsement equivalents:

- Level I = Dance, Music, Theatre, Visual Art (K-6)
- Level II = Dance, Music, Theatre, Visual Art (K-6) (Have a degree)
- Level III = Dance, Music, Theatre, Visual Art (5-9)
- Level IV = Dance, Music, Theatre, Visual Art (K-12 or 6-12)